



EQUALITIES INFORMATION & OBJECTIVES STATEMENT FOR PUBLICATION (including disability and gender)

Adopted by the Governing Body of Dunkirk Primary School:

Approval:	Head Teacher: May 2021
Review:	Every two years and in accordance with LA
To be reviewed by:	Heidi Hollis
Committee responsible:	P&PC

The Governing Body and staff of Dunkirk Primary School are committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with pupils and parents of the school.

The Governing Body and staff recognise the value of a diverse and inclusive workforce. The Governing Body and managers of the school will operate at all times within the requirements of anti-discrimination legislation, in accordance with the Equalities Act 2010 and will promote equality positively in its staffing decisions.

All decisions including advertising of vacancies, short listing, selection, induction, appraisal, training, development, promotion, terms and conditions of employment, dismissal and pay will be based on an objective and fair assessment of need. The only personal characteristics to be considered will be those which are necessary for the requirements and proper performance of the work involved. There will be no generalised concepts or assumptions about the characteristics of particular groups. All staff will have a right, through the agreed procedures, to challenge any decision or action which they believe to be in breach of these principles. Any member of staff who knowingly contravenes the policy may face disciplinary action.

The Governing Body and staff aim to ensure that all individuals within the school are entitled to learn, teach or work in a non-threatening and supportive environment in which self-esteem is enhanced.

This policy defines unacceptable behaviour (racist, sexist, discriminatory or harassing) and offers strategies for dealing with the perpetrators and provides support for the victims.

We aim to ensure that:

- Every individual within the school achieves their full potential and has the same chance.
- Equal access is achieved by everyone and for everyone.
- Changing needs are responded to.



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- We inform and educate staff, parents and children and remind ourselves of the issues.
- We can live in harmony and create a more equal society.
- We break down prejudices and build positive attitudes.
- We give a continuity of approach throughout the school.
- We prevent the waste of resources and individual talents.
- We improve the quality of life for all individuals.
- We make a more caring and responsible and contributory member of society.
- We promote understanding and mutual respect of all members of society regardless of differences.
- We reduce discrimination by operating in a just and fair school society.
- We work to a written common agreement which can be modified, monitored and evaluated.

We believe that, in order to achieve the above, every effort must be made to ensure that all individuals within the school are valued and have the opportunity to develop to their full potential within a context of mutual respect, justice and fairness.

Statutory requirements

The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the “protected characteristics” that qualify for protection from discrimination as: -

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation



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Age

It is unlawful to discriminate against an individual because of their age.

Disability

It is unlawful to discriminate against an individual for reasons relating to their physical or mental disability. Under the Equality Act, a person is considered to have a disability if the impairment has a substantial and long-term effect on the person's ability to carry out normal day-to-day activities (without specifying what those activities might be). The Act also puts a responsibility on schools to make reasonable adjustments to recruitment processes, working conditions or the workplace where that would help to accommodate a particular person who has a disability.

The consequence of the relaxation of the definition of disability is that more pupils are now legally disabled. It follows that more SEN children will now also be classed as disabled to a greater extent than before. As before, as soon as a child is legally disabled and the school either know or could reasonably have been expected to know that they are disabled, discrimination provisions kick in to protect the pupil.

Gender reassignment

A person will be protected if they are "proposing to undergo, undergoing or have undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex." The Equality Act does not require the process to be undertaken under medical supervision so it will cover, for example, someone who is born physically male but who decides to live permanently as a woman.

Marriage and civil partnership

The Equality Act protects employees who are married or in a civil partnership against discrimination.

Pregnancy and maternity

A woman is protected against discrimination on the grounds of her pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled. The Equality Act states that discrimination will occur if a woman is treated "unfavourably" in relation to her pregnancy or maternity leave.

Race

It is unlawful to discriminate against an individual because of their colour, race, nationality, ethnic or national origins

Religion or belief

It is unlawful to discriminate against an individual because of their actual or perceived religion or philosophical beliefs. This includes discrimination on the grounds of what an employee does not believe in as well as what he or she does believe in.



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Sex

Both men and women are protected under the Act from discrimination related to their gender.

Sexual orientation

The Equality Act protects bisexual, gay, heterosexual and lesbian people. It is unlawful to discriminate against an individual on the grounds of their actual or perceived sexual orientation, or the actual or perceived sexual orientation of those with whom they associate.

Previous duties only covered race, gender, disability and community cohesion. The main change for schools is the addition of religion or belief and sexual orientation, and (to a lesser extent) pregnancy and maternity, gender identity and age.

The Act has also introduced a single Equality Duty (public sector only) which will apply to schools. In respect of all the protected characteristics except age and marriage / civil partnership, this new public sector equality duty will require us to have due regard to the need to:

- (a) eliminate unlawful discrimination, harassment, and victimisation;
- (b) advance equality of opportunity; and
- (c) foster good relations.

Advancing equality of opportunity involves:

- (a) removing or minimising disadvantages
- (b) taking steps to meet people's needs
- (c) encourage participation in any activity in which participation by such people is disproportionately low.

Fostering good relations involves:

- (a) tackling prejudice, and
- (b) promoting understanding.

Types of discrimination

Under the new Equality Act 2010 there are now seven different types of discrimination:

- **Direct discrimination:** discrimination because of a protected characteristic.



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- **Associative discrimination:** direct discrimination against someone because they are associated with another person with a protected characteristic. (This includes carers of disabled people and elderly relatives, who can claim they were treated unfairly because of duties that had to carry out at home relating to their care work. It also covers discrimination against someone because, for example, their partner is from another country.
- **Indirect discrimination:** when you have a rule or policy that applies to everyone but disadvantages a person with a protected characteristic.
- **Harassment:** behaviour deemed offensive by the recipient. Employees can claim they find something offensive even when it's not directed at them.
- **Harassment by a third party:** employers are potentially liable for the harassment of staff or customers by people they don't directly employ, such as a contractor.
- **Victimisation:** discrimination against someone because they made or supported a complaint under Equality Act legislation.
- **Discrimination by perception:** direct discrimination against someone because others think they have a protected characteristic (even if they don't).

Positive action

This is action designed to encourage or facilitate the employment or training of minority or disadvantaged groups. It is not lawful to discriminate in favour of those groups defined above, but it is lawful to take action which enables members of those groups to compete on an equal basis.

Examples of positive action are:

- encouraging applications from specific minority groups which are underrepresented in the school
- encouraging people with disabilities to apply for posts
- advertisements which encourage applications from minority groups
- flexible working – promoting the use of job shares, flexible working hours etc.
- language/literacy training for minority groups
- supporting training measures for under-represented groups
- assistance with applications for candidates with language problems
- provision of childcare facilities or support with the costs of childcare facilities for staff
- career breaks for women to assist with family commitments
- positive commitments to interviewing disabled people
- giving people of a particular age access to vocational training
- encouraging people of a particular age to take up employment opportunities



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- encouraging staff to become representatives of trade unions/association

Harassment, bullying and grievance procedures

Harassment is unwanted conduct relating to a protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It can take many forms including physical contact, undermining, threatening, marginalising or ignoring someone. It can be a series of offensive remarks or a single incident.

All staff are able to complain of behaviour that they find offensive even if it is not directed at them. The complainant need not possess the relevant characteristics themselves. Employees are also protected from harassment because of perception and association.

This Governing Body will consider any acts of victimisation/harassment/bullying related to a person's age, disability, gender reassignment, race, religion or belief, sex or sexual orientation or harassment on any other grounds, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

Procedures for identification of discrimination

- Identification of Racism issues may be found in the following:

Fear-low esteem, ignorance, intolerance, prejudice, misguided Nationalist feelings, media presentations, literature, religion, colonial attitudes (historical - negative assumptions), differences within racial groups, exploitation issues (national/international), family attitudes - strong influences, bigots (awareness that there are such people), behaviour issues (verbal/physical abuse, graffiti), patronising behaviour.

- Identification of sexism issues may be found in the following:

Expectations, generation gap, sport and leisure, attitudes (self-image, peer groups, threatening), employment (opportunities, expectations, management, institutionalised sexism), discrimination, class (culture, religion, political), labelling/assumptions (sexuality, language) literature, TV, press (roles perpetrated) education (home, school, clubs etc.).

- Identification of Class issues:

`Classless society`, material goods (dress, designer labels), class mobility, self-perception of class and place in the system (confidence, self-esteem), ability to communicate (accent/vocabulary/dialect),



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stereotypes (accent), income earners, family size, attitudes (social, lifestyle, activities), opportunities available (or lack of), education (two tier), health, power and influence (behaviour, different codes), wealth/poverty (comparative measure), expectations (within class), status (royalty, aristocracy, expected patterns of behaviour).

- Identification of physical issues:

Receive early information on any aspect of health which may affect the child/adult at school (from parents, the persons themselves, school health, G.P.s, Health Visitors, Speech Therapists etc).

- Consultation with advisory and support teachers/agencies to ensure equal access in the classroom and school.
- Involvement of Headteacher.
- Involvement of parents.
- Strategies to help identified children/adults.
- A clear factual and up to date record keeping system.
- Strategies to inform and involve parents.
- Best use of resources within the school and use of outside agencies.
- Monitoring and evaluation procedures.

STRATEGIES to prevent discrimination

- Give consistent and regular messages to whole school community on the unacceptability of: name calling, bullying, abuse (verbal, physical)
- Provide regular activities of a non-stereotypical nature (home corner/role play, apparatus).
- Give more time and space for talk (i.e. class discussion times give all children equal opportunity to voice opinion) and discuss how they are feeling e.g. circle and PSE times).
- Encourage the sharing of experiences (cultural and other).
- Review/update resources so that the message given should represent the school community.



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- Role-play experiences to include addressing age, disability, race, religion or belief, sexual orientation and gender.
- Provide a differentiated curriculum - by developing classroom approaches which allow individual differences but which do not make distinctions that have negative effects on children learning and developing.
- Provide an entitlement curriculum, which aims to offer the same coherent and balanced curriculum and learning experiences to all learners.
- Scapegoat - be aware of this potential within the peer group and amongst parents.
- Awareness of peer pressure.
- Unacceptability of language, which is negative towards black people e.g. a black day, black list.
- Awareness of/sensitivity to home background expectations and attitude to out of school activities (which add pressure) and discuss issue with parents if appropriate.
- Staff on playground duty to look for `loners`, the `macho` group, assertive pupils, physical contact, tight huddles of groups, high profile pupils, the non-demanding pupils, mixed group games.
- Children will be encouraged to think about the exclusion of others and the effect it has. Children will be given games to enable work on `partners/friends`.
- Songs, rhymes, playground games to be shared via TEAMS to each campus
- Introduction of appropriate role models in school.
- Constructional materials - ensure that all pupils have equal access to all resources. Pupils may need specific encouragement/direction in the use of resources.
- Involve all pupils in `rule making` both for the classroom and the school.
- Use targets and rewards for individuals re: acceptable behaviour/attitudes. Use of negative reinforcement when appropriate (we will not smile at you).
- Make targets for behaviour achievable.



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- Peer approval/disapproval - involvement of children in decision making. Discussion on what is acceptable behaviour.
- Use PRIDE assembly times to reinforce equal opportunity issues.
- Use of books, articles and stories to reinforce positive attitudes.
- Clear statements on adherence to disciplinary procedures within the school/online to reinforce expectations and PRIDE
- Clear definitive and understanding of the term `bullying: that there is a `victim`; there has been intentional threatening behaviour to others, that differences have been highlighted, that several have been at variance with one (groups/packs), that personal possessions/clothing have been damaged as a result of aggressive plan (use of drama and role-play). Awareness of types of bullying.
- Recognition that: children will `clown around` as a strategy for dealing with a threatening situation, children need to be approved of by peers, a child will set his potential lower so that he does not appear different or to be approved of.

D. INFORMING PARENTS

All racist and bullying incidents are logged, fully investigated and reported to parents and governors.

Parents will initially be informed of areas of concern about a child`s behaviour, attitude, lack of achievement informally - class teacher or Deputy Headteacher and this to be monitored by the school and the parents.

On-going concerns will be discussed in depth with the Deputy Headteacher/parents.

Parents who are unavailable/unwilling to discuss will receive a letter, which will be kept on file with an invitation to respond.

RESOURCES

Continual monitoring of resources within the school will take place to consider the messages the resources give (especially pictorial resources) and gender and the cultural aspects will be monitored for suitability and flexibility.

F. STAFF TRAINING

Active participation of all school personnel is necessary for a successful policy.



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Staff meetings to discuss Equal Opportunity issues will take place as a means of monitoring/evaluating the policy.

All staff have responsibility for Equal Opportunities and courses will be attended by staff as part of their own development for raising awareness.

G. SUCCESS CRITERIA

Equal Opportunities will be recognised in the following areas:

- Playground interaction
- Learning interaction (peers/adults)
- Friendly and caring attitude
- All members of the school community valued
- Displays of work
- Cleanliness of school site
- A welcome `feel`
- Accessibility of school staff
- Effectiveness of communication system
- Teaching styles
- Differentiated work on offer for pupils
- Open-ended work
- Ownership of Equal Opportunities Policy
- Pastoral care of pupils
- Children feeling secure
- Perceptions of links with the local community

H. EVALUATION/MONITORING OF POLICY

Who evaluates?

The Headteacher as Equal Opportunities Co-ordinator

All members of staff in order to improve, adjust, facilitate equal opportunities within the day to day running of the school and to bring individual perspectives to whole staff meetings

Governors - either at full Governing Body meetings or in the committee meetings

Parents - who will bring their own perspective/perceptions



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Pupils/learners - who will be involved in ongoing evaluations

Ofsted

Who/What is evaluated?

- staff
- language used to further equal opportunities
- the curriculum
- learning goals set/appropriate
- resources used to reinforce positive issues of equal opportunities

What is evaluation for?

- teacher effectiveness
- the quality of learning
- effective communication
- review and planning
- diagnostic testing
- coherence and cohesion of policy and practice

Time Factor:

- on-going by individuals
- where incidents would suggest that the policy is not being effective
- for specific purposes e.g. in response to directives formally by the LA etc.
- by governors, at intervals, for review or specific purposes.

Appendices

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| Appendix 1 | Strategies for differentiation |
| Appendix 2 | Code of Practice for dealing with racial incidents |

Policy Review:-

Every two years or earlier where required and to involve all staff (teaching and non-teaching) as well as the school community and governors.



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APPENDIX 1

Strategies for Differentiation

Some possible areas for consideration are:

- matching work to the child`s previous experience / understanding
- a consideration of different forms of input
- connecting to prior learning
- varying styles of teaching
- available resources
- the additional help needed by certain pupils in terms of skills/resources/materials
- the amount of revision or reinforcement required by different groups of children
- mastery elements required for some groups/individuals
- strategies to ensure understanding
- matching curriculum to pupils` needs

Ways in which we can differentiate the curriculum

Differentiation by task:

- We can set pupils different type of task (according to their ability, experience, and understanding).
- We can set different numbers of tasks.

Differentiation by task:

We set essentially the same task but:

- Provide pre/re teach as necessary
- Reconnect with prior learning
- Provide extension for those who demonstrate further challenge.

Differentiation by outcome:

The activity is `open` enough to allow pupils to explore prior connections and apply understanding.

Differentiation through the learning environment and process:

By having a simple and supportive learning environment:

- Support from peers in group work (talk/sharing and supporting)



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- Support from class or support teacher
- Support from varied and appropriate learning strategies

By the learning context:

- Contexts should be relevant to pupils
- Using familiar contexts from pupils
- Building upon pupils` ideas and experiences

By the organisation of the classroom:

- Variety of activities, small group approach, all to experience - non-threatening

By the organisation of pupil groupings:

- Individual/paired/small group/whole class

Resources for differentiated learning:

Dual language tapes/Dual language text books
Multiple copies of books for shared/group reading in English and Community Language
Flip charts/large paper for modelled/shared work
Pictorial aids

Please also refer to the school's Pupil Discipline and Anti-Bullying Policy.

APPENDIX 2

Code of Practice for dealing with Racial Incidents.

We will ensure that any complaint of racial harassment is promptly investigated and that everyone is aware of their responsibility and reporting procedures.

We will work with parents/carers, communities and other agencies to ensure that it is clearly understood that racial harassment is unacceptable.



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The term "racial incident" is used here to describe all those unwanted actions by a person or a group of people directed at people of different ethnic origin which causes humiliation, offence or distress, interferes with their performance or creates an unpleasant working environment and which are motivated by racial considerations.

Racial incidents can involve:

- physical assault or threat of physical assault where colour or ethnicity appears to be the motivating force.
- name calling, insults and jokes
- graffiti
- provocative behaviour such as the wearing or displaying of racist badges or insignia on the person or clothing
- bring racist materials such as leaflets, comics or magazines onto the premises
- verbal abuse and threats (including online)
- incitement of others to behave in a racist way
- racist comments at work or in the course of discussion in lessons
- attempts to recruit pupils, students or staff to racist organisations and groups
- ridicule of cultural preferences e.g. food, music, dress, faith
- discriminatory working practices: refusing to work with or co-operate with others because of their ethnic origins, ignoring or paying undue attention to others because of their ethnic origin.

Procedures for dealing with racial incidents

All racial incidents will be recorded in a child's Individual Pupil File and the campus Deputy Headteacher must be informed.

The Headteacher will review patterns and trends. Governors will be informed termly through the Headteacher Report to Governors with all recorded incidents being fully discussed by the P&P Committee who will monitor the numbers of incidents and action taken. Governors will review policy and procedures and make recommendations if appropriate. Individual names will not be reported to Governors.

A serious incident would always be reported to parents/carers of both perpetrator(s) and victim(s).

All staff have the responsibility of enforcing this Code of Practice and need to respond promptly to any complaints, however minor they may appear. Members of staff must always make clear the attitude of the school - racial harassment of any kind is unacceptable and will be treated seriously.



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In the absence of a complaint, but where a member of staff is aware or has witnessed racial harassment taking place, the matter must be reported to the Deputy Headteacher who will be responsible for taking appropriate action.

If the matter cannot be resolved or the action taken is unsatisfactory, the incident will be referred to the P&P Committee or to the full Governing Body who will determine an appropriate course of action.

If the matter remains unresolved, the Complaints Procedure will be made known to the complainant.

Dealing with outside perpetrators

Most offences that are likely to involve outsiders and that take place on site are covered by law. Perpetrators will therefore be reported to the Police. For offences that take place offsite the following procedures should be followed. Where students are on a supervised activity the protection of children is the first priority and staff should seek to ensure the following:

- Incidents that involve physical assault should be reported to the Police as soon as practical and their assistance sought
- Aggressive or provocative action should be avoided. On no account should children be encouraged to be assertive.
- Perpetrators should be clearly warned that if the behaviour continues they will be reported to the Police.
- A full report will be made to the Headteacher
- The parents/carers of children involved in the incident will be informed of the action taken
- The Headteacher will inform the Governors about the incident.



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Equality Objectives & Annual Equality Information

Each year Dunkirk Primary School reviews its provision for promoting equality of opportunity.

This year’s review has shown that Dunkirk’s provision is very good and all people from the protected groups mentioned in the Equality Act 2010 have their needs met very well. Each year we will highlight certain areas that can be developed even further.

This primary focus will be on covid catch-up achievement. This has been identified through our tracking of pupil progress and attainment during lockdown measures. Another focus will be on promoting better relationships between people within the parent/adult community who have different religions or beliefs. This has been identified through observation and discussion with different members of the community and is particularly important in the present world climate.

The following plan identifies the school’s key objectives and links with the new School Development Plan. This plan will be reviewed annually, with new targets agreed and published.

2021-2023 Advancing equality of opportunity involves:

- (a) removing or minimising disadvantages
- (b) taking steps to meet people's needs
- (c) encourage participation in any activity in which participation by such people is disproportionately low.

Our Objective	What are we going to do about it	How will we know if we have been successful
To ensure that the majority of girls make equivalent progress to boys in targeted year groups. All girls should make the equivalent of expected or better than expected progress points progress during the academic year	<ul style="list-style-type: none"> • Use the outdoor environment and active learning to engage and motivate. • Provide a range of positive role models. • Encourage parents of PP children to take a more active part in their learning. 	<ul style="list-style-type: none"> • All teachers planning will show differentiated/targeted learning opportunities linked to SIP focus areas • Lesson observations will show girls fully engaged. • Increased motivation and focus in girls, particularly in activities linked to the real life contexts /experience. • Girls will be inspired and have raised aspirations.



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	<ul style="list-style-type: none"> • Different opportunities will be provided in school to engage, such as debating society and book clubs. • We will monitor the attendance of girls and reward improvement. • Staff training will be undertaken to ensure <u>all</u> staff are aware of the specific needs of girls through Pupil Progress Meetings. • We will continue to monitor progress of girls rigorously through detailed class pack data (using scholarpack) 	<ul style="list-style-type: none"> • Increased support provided by parents at home (including IT access during any homeworking isolation/quarantine) • Girls who participate will display increased confidence, self-esteem and the ability to speak in front of others. • Attendance Officer will monitor and provide support to girls who need to improve attendance. • Rewards will be given in assemblies through PRIDE • Progress of the girls in targeted year groups will improve. • Early intervention and appropriate support will be given to girls who are identified through monitoring.
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Religion & Belief: (foster good relations between people who share a protected characteristic and those who do not)

Our objective	What are we going to about it	How will we know if we have been successful
<p>To improve better understanding and awareness between people of different religions, beliefs and non-beliefs within the whole school community.</p>	<ul style="list-style-type: none"> • Review and improve the parent and pupil induction process to include online information prior to meetings. • Ensure that different opportunities are made available so parents can demonstrate and utilise their skills online and signposted to community events. • Provide a range of 	<ul style="list-style-type: none"> • Parents will contribute to the generation of the Dunkirk curriculum plan. • Parents will feel valued and able to express their identity. • There will be a wider range of regular online/school activities for parents to get involved in. • Increased participation reflecting diversity of the school in online and community events. • Parents/carers will be more involved in their child's learning and in helping them to make



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	<p>opportunities where parents/carers can talk online/phone about their child's learning experiences</p> <ul style="list-style-type: none"> • "Dining Experiences" after school events will be run during the year where parents/ carers can sample and enjoy foods from around the world and sit alongside members from different communities. 	<p>progress.</p> <ul style="list-style-type: none"> • Teachers will be more aware of different faiths and non-faiths and have the confidence to deal with any issues as well as integrating this into their teaching.
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